



NC Public Schools – **READY** for Success

Educator Effectiveness and New Accountability Model Update

thismeeting.wikispaces.com

Spring 2012



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Agenda

- Welcome
- Communication Plan
- Educator Effectiveness Context and Policies
- New Accountability Model - Indicators and Reporting
- Lunch
- Measures of Student Learning
- New Accountability Model - ESEA Waivers
- Reflection



WHY ARE YOU HERE?



WHY ARE YOU HERE?



WHY ARE YOU HERE?



Communication Plan

How will you share the information learned today with your colleagues?



Key Ideas and Details

1. Read closely to understand what texts say and to analyze how they are constructed.
2. Determine central ideas or themes and analyze how they are developed and refined over the course of the text.
3. Analyze how major ideas and themes are developed and refined over the course of the text.

Standards, Assessment and Accountability



Focus on Teacher Effectiveness



Why is this the
right work
right now?

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Standards, Assessment and Accountability

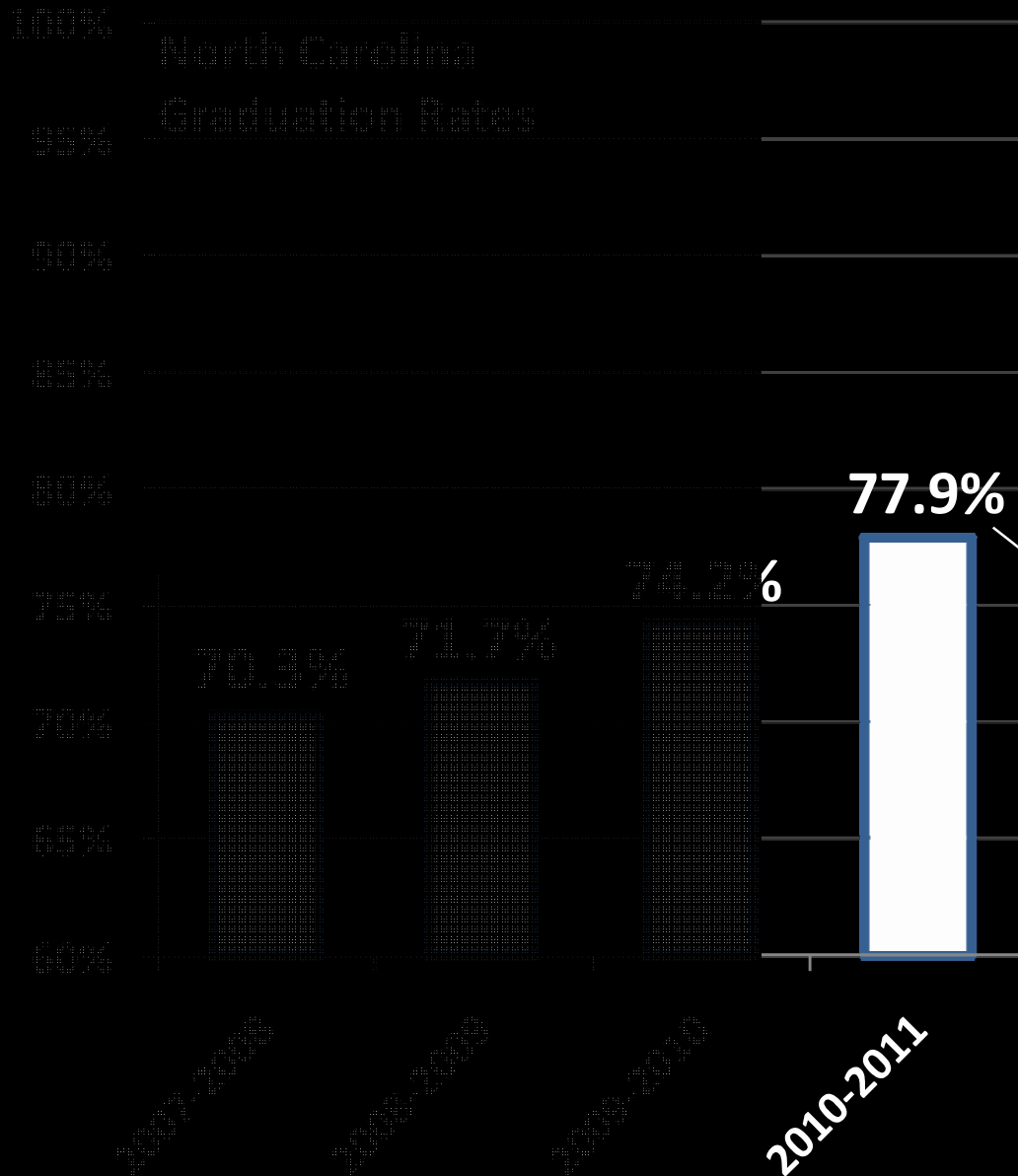


Focus on Teacher Effectiveness

Why is this the right work right now?

A Data Tour

Why is this the right work right now?



The data show very encouraging progress in North Carolina....

...at the same time, there is profound room for improvement.

$$77.9\% = \frac{85,986 \text{ graduated}}{110,377 \text{ students that were eligible}}$$

$$110,377 - 85,986 =$$

24,391 students that could have graduated *and didn't*

Why is this the right work right now?

Percentage of ACT-Tested High School Graduates Ready for College-Level Course Work in 2010²

	Nation
All Four Core Subjects	24%
English	66%
Math	43%
Reading	52%
Science	29%

Too few students are ready when they get to post-secondary institutions.



Too few students succeed at these institutions.

ACT, "College Readiness by State," 2010

National College Graduation Rates³

	Four-Year Institution National Average*	Two-Year Institution National Average**
All Students	56%	31%
White	59%	32%
Hispanic	46%	29%
Black	39%	26%
Asian	66%	33%
American Indian	38%	27%

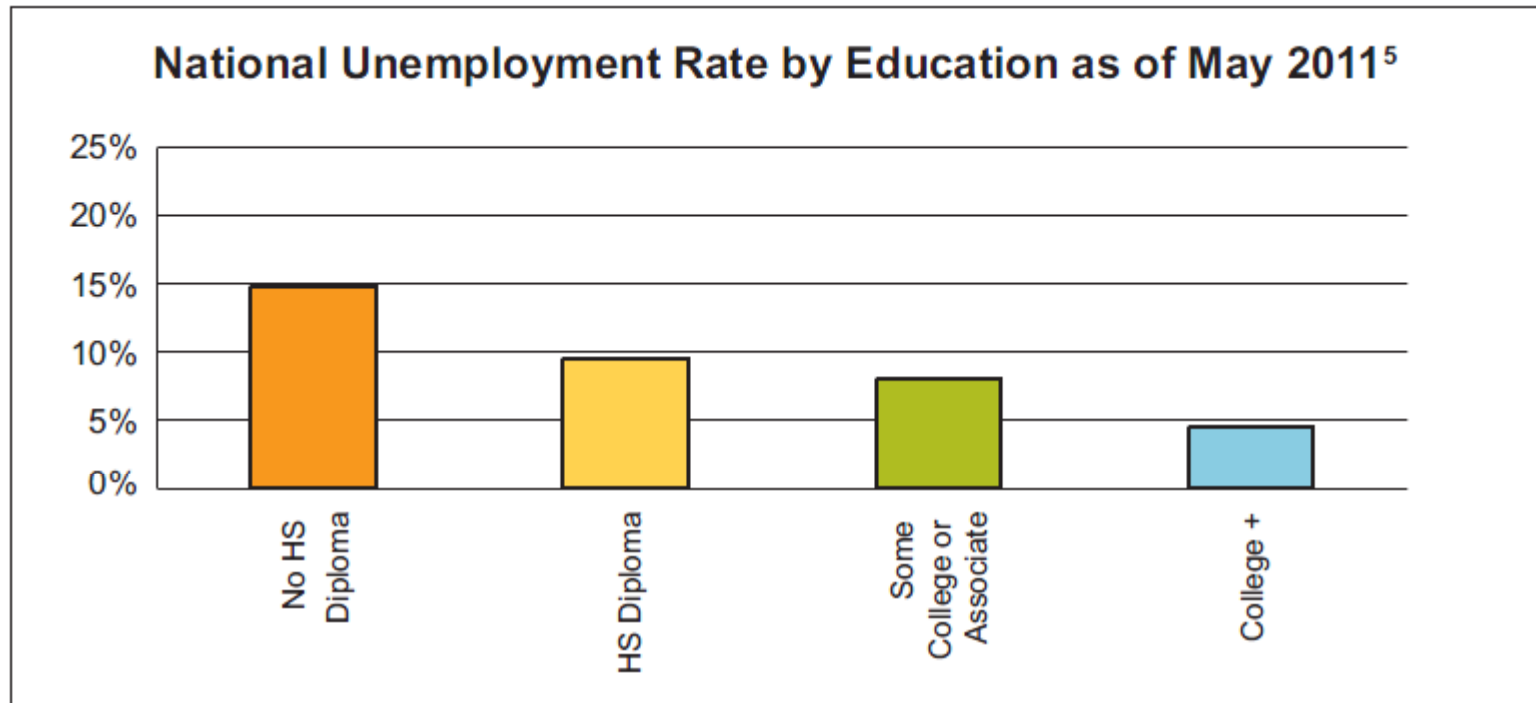
*Graduation within six years of entrance (Cohort from 2002–2008)

**Graduation within three years of entrance (Cohort from 2005–2008)

Analysis of data from NCES Integrated Postsecondary Education Data System, 2010.

Why is this the right work right now?

Graduating with knowledge and skills impacts student's future prospects



Bolster economic vitality: Nearly **1.3 million** students did not graduate from the nation's high schools in 2010; the lost lifetime earnings of that class of dropouts total **\$337 billion**.⁶

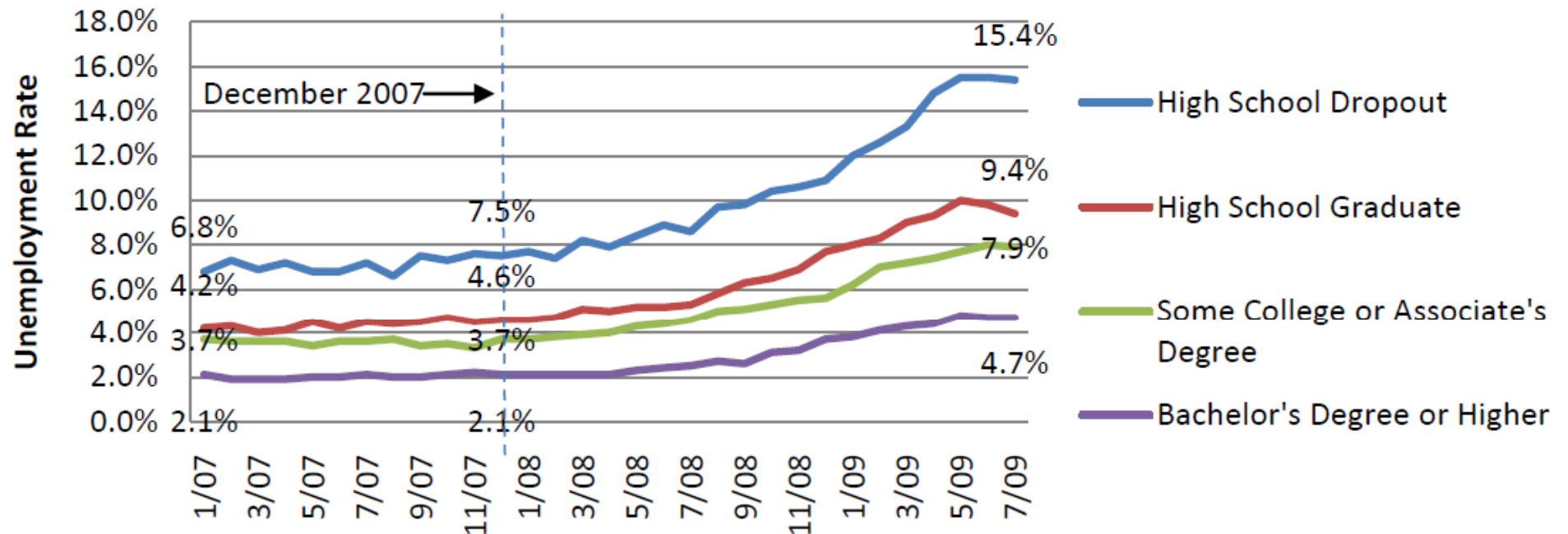
⁵ U.S. Bureau of Labor Statistics, 2010

⁶ Alliance for Excellent Education, "The High Cost of High School Dropouts," unpublished

Why is this the right work right now?

Graduating with knowledge and skills impacts student's future prospects

Unemployment Rates By Education Level



Source: Bureau of Labor Statistics, Table A-4: Employment Status of the Civilian Population 25 Years and Over by Educational Attainment, <http://www.bls.gov/news.release/empst.t04.htm> (accessed August 10, 2009).

Why is this the right work right now?

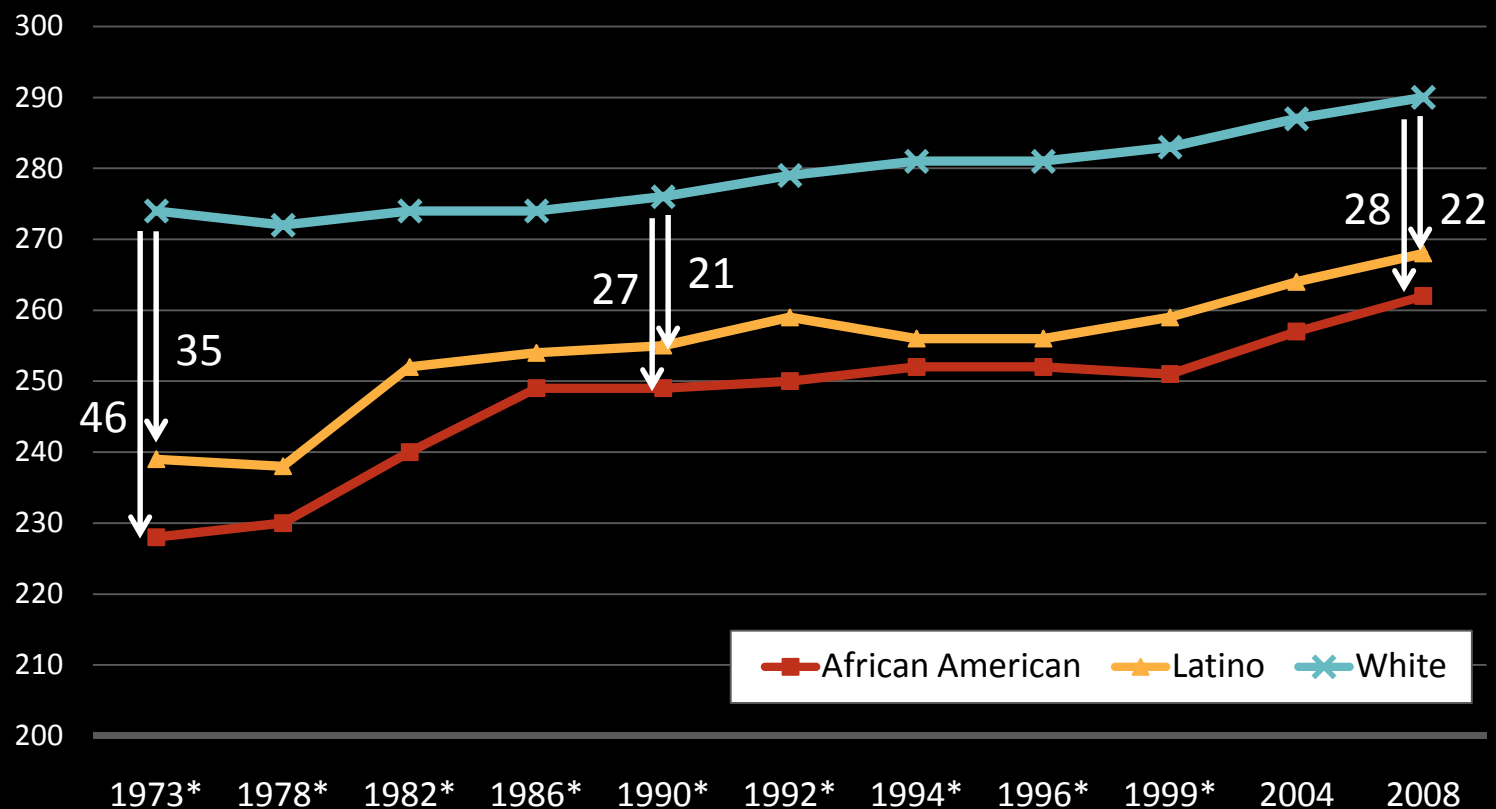
Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training.

Why is this the right work right now?

Achievement gaps persist.

Why is this the right work right now?

Among 13 year-olds, the gaps in Mathematics are just as wide today as in 1990



*Denotes previous assessment format

NAEP 2008 Trends in Academic Progress, NCES

Why is this the right work right now?

**% of students graduating from High School within four years
of entering the 9th grade.**

Gender

10-11

American Indian

Female

74.7

Asian

Female

89.1

Black

Female

78.6

Hispanic

Female

72.3

Multi Racial

Female

80.8

White

Female

85.3

Total

Female

82.0

American Indian

Male

64.2

Asian

Male

84.5

Black

Male

64.0

Hispanic

Male

65.2

Multi Racial

Male

73.2

White

Male

79.6

Total

Male

73.5

Why is this the right work right now?

Our outcomes for students
are not what they *need to be*.

Why is this the right work right now?

So part (but not all) of how we address this includes

Key Ideas and Details

1. Read closely to understand what texts say (e.g., through explicit statements, inferences, and conclusions) and use textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes and analyze how the author or narrator develops and sustains them throughout the text.
3. Analyze how the text uses rhetorical and stylistic devices to create meaning.

**Standards, Assessment
and Accountability**

Why is this the right work right now?

So why the Common Core?

Why is this the right work right now?

- **Equity**
Students expectations the same regardless of where they live
- **College and Career Readiness**
Students need to be more than proficient
- **Comparability**
State results will be comparable through common assessments
- **Sharing of Resources**
The ability to share instructional materials across state lines can improve practice
- **Economies of Scale**
Possible savings due to sharing of resources and assessments
- **Student Mobility**
Students moving into and out of states will have the same standards

Why is this the right work right now?

*The average gap nationally between state- and NAEP-reported reading scores is **57** percentage points.*

*...and **41** percentage points in math.*

We need to have a consistent assessment of readiness; right now, we don't.

Why is this the right work right now?

So why a New Accountability Model?

To use improved indicators to create incentives and target supports that:

- Improve Student Outcomes
- Increase Graduation Rates
- Close Achievement Gaps

Key Ideas and Details

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Standards, Assessment and Accountability



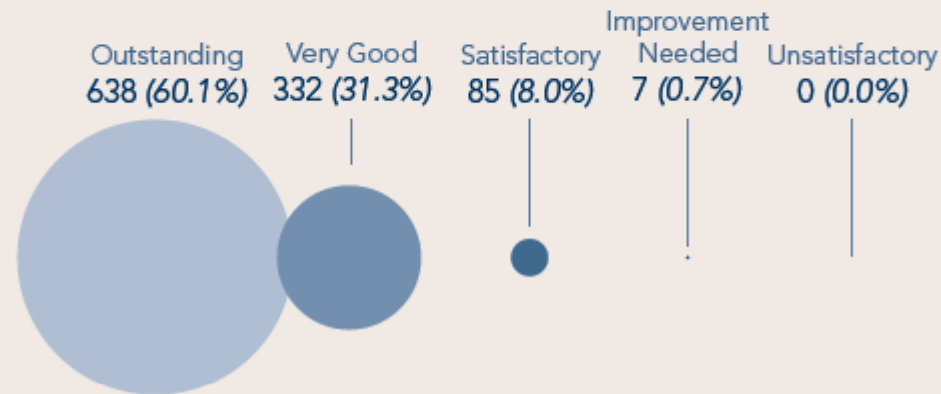
Focus on Teacher Effectiveness

Why is this the right work right now?

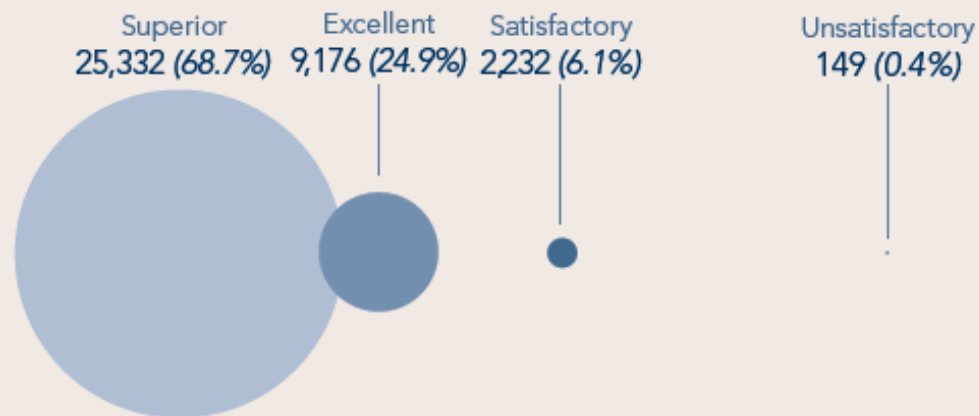
A Data Tour

FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08



CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



CINCINNATI PUBLIC SCHOOLS SY 03-04 to 07-08*

Distinguished Proficient/
Satisfactory Not Proficient/
Basic Unsatisfactory

Excerpted from *The Widget Effect*, 2009. Published by The New Teacher Project.

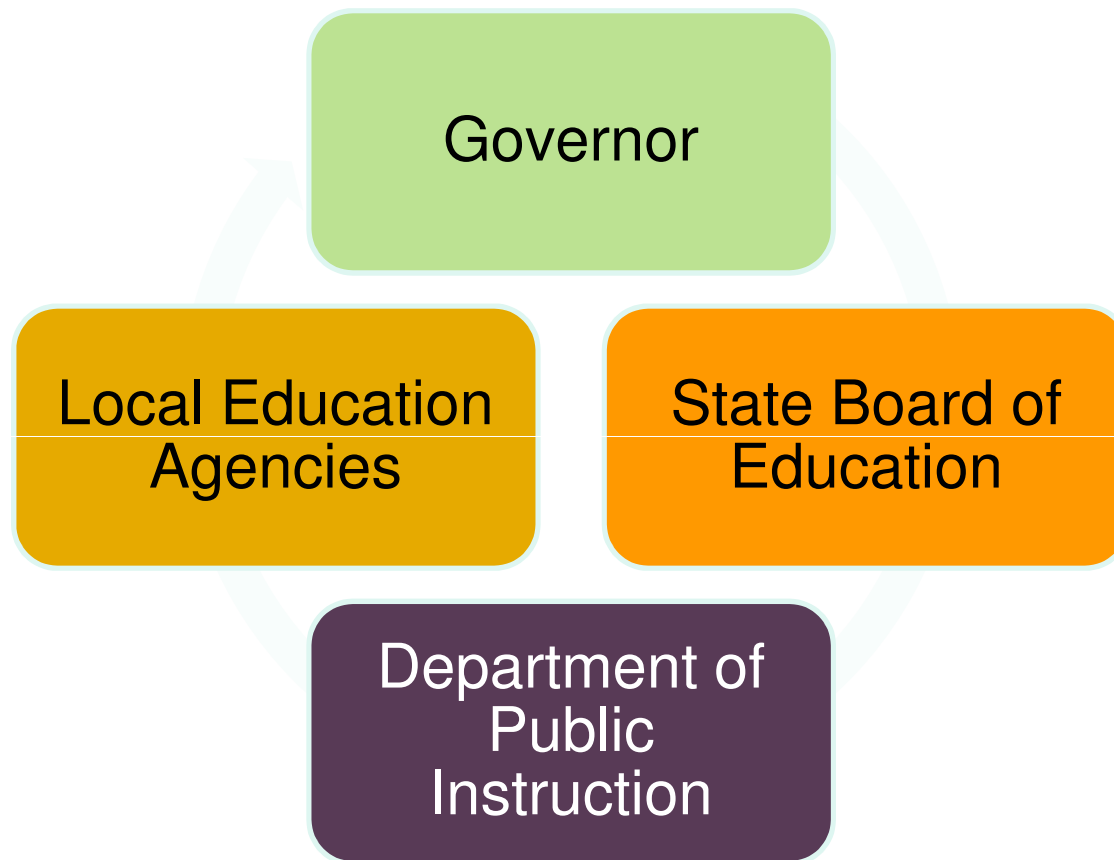
Why is this the right work right now?

Because, in many cases, teachers don't get meaningful feedback to help them continuously improve their practice.

Context for Educator Effectiveness Work



Who are “We?”



What We Want:

Develop effective teachers and leaders in preparation programs

An effective teacher in every classroom and leader in every school

Achievement and growth for all students

Use professional development to increase effectiveness of teachers and leaders



What We Have

Statewide NC Educator Evaluation System

- All 115 school districts
- Many charter schools

Standard, Statewide Measures of Student Growth and Achievement

- English Language Arts
- Mathematics
- Some years of Science
- Career and Technical Education



What We Need

A required, standard, objective measurement of the effect each teacher has on each student's learning

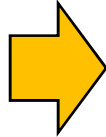
Measures of student growth in all content areas

A common statewide process for identifying “effective” teachers and leaders



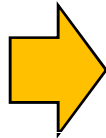
What We Need

Required, standard, objective measurement of the effect each teacher has on each student's learning



Completed (Summer 2011)
Added Sixth and Eighth Standards

Measures of student growth in all content areas



In Progress (2011-12)
Measures of Student Learning Design Process
(Phase One of Three Completed)

A common statewide process for identifying “effective” teachers and leaders



Targeted for Completion (February 2012)
Second Set of State Board Policies on Educator Effectiveness



What We Need

- Rating categories for the sixth and eighth standards
- Statewide growth model
- Statewide definitions of statuses of educators



What Measures of Student Learning (MSL) Are

- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place



What MSLs Are Not

- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model



Proposal for Revisions to TCP-C-006

Sixth and Eighth Standards



Key Elements

1. Yearly rating for teachers and administrators
2. Three proposed rating categories
 - Does not meet expected growth
 - Meets expected growth
 - Exceeds expected growth

State Board will vote on these ratings during the March meeting.



Student Growth Value

Administrators: average for all students

Teachers: three options for combining

- Students (of the teacher)
- School-wide (as above)



Three Options for 2011 - 2012

The student growth value could be:

Option One

10% School-Wide

90% Individual

Option Two

20% School-Wide

80% Individual

Option
Three

30% School-Wide

70% Individual



Educator Effectiveness Work Group

The Work Group members were divided between Option One (90% individual; 10% school-wide) and Option Three (70% individual; 30% school-wide)



Option One

Pros:

- Bases an individual's evaluation heavily on an individual's student growth value
- Recognizes one teacher's ability to influence an entire faculty

Cons:

- Incentivizes competition between teachers
- Fails to recognize collaboration in PLCs



Option Three

Pros:

- Incentivizes a school-wide sense of responsibility for the education of all students
- Recognizes the important role of PLCs, mentor teachers, and other support programs

Cons:

- Fails to recognize that one teacher may not be able to influence an entire faculty
- Makes an individual evaluation more dependent on a group outcome



Discuss with Partner

**Which option do you support?
Why?**



Proposal for Revisions to TCP-C-006

Statewide Growth Model



The Overarching Question

Which student academic growth model should NC use to determine sixth and eighth standard ratings for teachers and principals?



Sub-Questions

1. Which student academic growth models demonstrate technical adequacy?
2. Of those models that demonstrate technical adequacy, which meet other important criteria?



Value-Added Models

Use links between teachers and their students

Predict a student's score on an assessment

Attribute the difference between a predicted and actual score to above or below average instruction



Question One:

Which student academic growth models demonstrate technical adequacy?



Answer to Question One

The **HLM3**, **URM**, and **SFE** are all technically adequate models to be used for determining sixth and eighth standard ratings for teachers and principals



Question Two:

Of those models that demonstrate technical adequacy, which meet other important criteria?



Research Process

Phase One: Conduct literature review

Phase Two: Identify evaluation criteria, including those other than technical adequacy

Phase Three: Review UNC-CH report

Phase Four: Make recommendation for SBE adoption of statewide model



Phase Two

Phase Two: Identify evaluation criteria, including those other than technical adequacy

Criteria include:

- Technical adequacy (validity, reliability, and fairness) of the model for the intended purpose
- Face validity with teachers and other stakeholders
- Theory- or research-based support
- Ease of use statewide for incorporating a measure of student growth in the NCEES
- Resource requirements
- Policy implications



Answer to Question Two

The **EVAAS URM and MRM** are technically strong, already known to educators within NC, supported by research, function within existing budget constraints, can be easily added to the NCEES, and are consistent with existing policy



SBE Action

The SBE adopted the EVAAS URM and MRM to determine sixth and eighth standard ratings for teachers and principals



Discuss with Partner

**What questions do you have about
student growth and the use of
EVAAS?**



Proposal for Revisions to TCP-C-006

Effectiveness Statuses



Three Statuses for Educators

1. In Need of Improvement
2. Effective
3. Highly Effective



Sixth/Eighth Standard

To determine effectiveness, a three-year rolling average of student growth values will be calculated:

Year One	Year Two	Year Three	Rolling Average
1.2	.8	1.0	1.0

And a rating will be assigned:

MEETS EXPECTED GROWTH



In Need of Improvement

Rating:

Standards 1-5

Any rating lower
than proficient

And/or

Standard 6

Does not meet
expected growth

Status:

**In Need of
Improvement**



In Need of Improvement

Rating:

Standards 1-7
Any rating lower
than proficient

And/or

Standard 8
“Does not meet
expected growth”

Status:

In Need of
Improvement



Effective

Rating of “Meets
expected growth”
on Standard Six

Proficient or
Higher on
Standards 1 - 5

Effective Teacher



Effective

Rating of “Meets
expected growth”
on Standard Eight

Proficient or
Higher on
Standards 1 - 7

Effective
Administrator



Highly Effective

Rating of
“Exceeds
expected growth”
on Standard Six

Accomplished or
Higher on
Standards 1 - 5

Highly Effective
Teacher



Highly Effective

Rating of
“Exceeds
expected growth”
on Standard Eight

Accomplished or
Higher on
Standards 1 - 7

Highly Effective
Administrator



Summary Sheet

Draft January 2012: Assume SBE Adoption of Option One in TCP-C-006

North Carolina Educator Evaluation System Evaluation Summary Sheet

Name: Martha Washington **School:** Independence Elementary School
LEA: Freedom County Schools **Licensure:** Career-Status
Overall Status: Effective

Standard One: Teachers demonstrate leadership.														
Not Demonstrated			Developing			Proficient			Accomplished			Distinguished		
Standard Two: Teachers establish a respectful environment.														
Not Demonstrated			Developing			Proficient			Accomplished			Distinguished		
Standard Three: Teachers know the content they teach.														
Not Demonstrated			Developing			Proficient			Accomplished			Distinguished		
Standard Four: Teachers facilitate learning for their students.														
Not Demonstrated			Developing			Proficient			Accomplished			Distinguished		
Standard Five: Teachers reflect on their practice.														
Not Demonstrated			Developing			Proficient			Accomplished			Distinguished		
Standard Six: Teachers contribute to the academic success of students. *Only three-year rolling average is used to determine overall status*														
Year One (2009 - 2010)					Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *			
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.72					Individual Student Growth: 1.2 School-wide Student Growth: .5 Year Two Growth: 1.15			Individual Student Growth: .7 School-wide Student Growth: .5 Year Three Growth: .68			0.03			
Does not meet expected growth		Meets expected growth		Exceeds expected growth	Does not meet expected growth		Meets expected growth		Exceeds expected growth		Does not meet expected growth		Meets expected growth	Exceeds expected growth
Overall Status:		Needs improvement			Effective			Highly Effective						



CASE STUDY



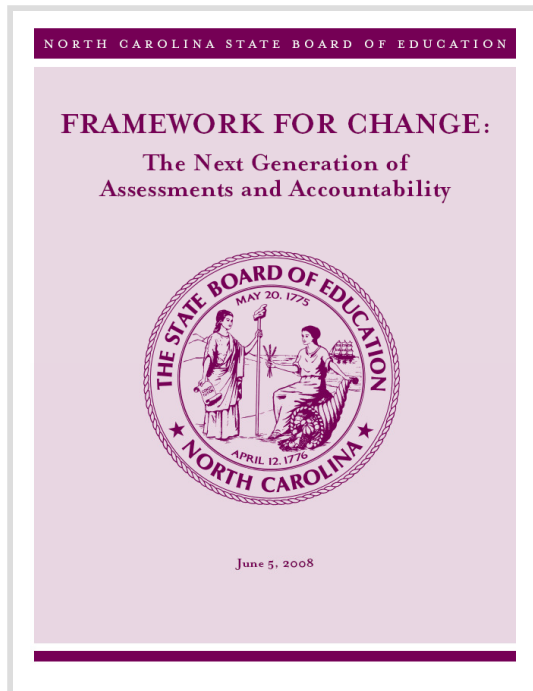


NORTH CAROLINA **Accountability and ESEA Flexibility**

RESA Presentations • Winter 2012



Wednesday, February 1, 2012



7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*

Goal: Institute an accountability model that...

- **improves student outcomes**
- **increases graduation rates**
- **closes achievement gaps**

Indicators

Uses

Levels



High School Indicators

| End of Course Assessments

% of students proficient on Math I, Biology and English II assessments

| ACT College Readiness Benchmarks

% of students who score well enough to have a 75% chance of getting a C or higher in their first credit-bearing college course

| Graduation Rates

4-year: % of students who were freshmen in 2009-10 who graduated in 2012-13

5-year: % of students who were freshmen in 2008-09 who graduated by 2012-13

| Future-Ready Core Completion

% of graduates who take and pass higher-level math classes

| WorkKeys

% of graduates achieving the Silver level on the three WorkKeys assessments

| Graduation Project

Schools that complete the Graduation Project achieving the standards of quality established in the process

Elementary and Middle School Indicators

| End of Grade Assessments

% of students proficient on 3-8 Mathematics assessments

% of students proficient on 3-8 English Language Arts assessments

% of students proficient on 5th and 8th grade Science assessments

FEEDBACK



Who we are hearing from:

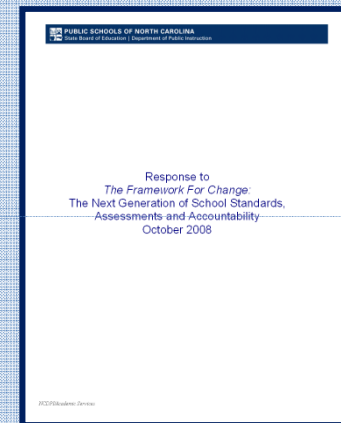
- State Board of Education
- Title I Committee of Practitioners
- Business Community (NCBCE)
- Superintendents
- Principals
- Teachers
- Schools of Education
- Educator Groups
 - NCAE (Dec 3)
 - Teacher Advisory
 - Principal Advisory
 - Principal Focus Group
 - RESAs (total of 24 visits over 2011 and 2012)
- Parent Groups

REPORTING



We want a hallmark of the new 2012-13 accountability model to be performance and growth data that is

- **easy to understand**
- **useful, and**
- **easy to access**



October 2008's
*Response to the
Framework for Change*
focused on
Transparency

REPORTING



Some specific design features we are considering

- Reporting both **absolute performance** in a given year as well as **growth over time** on all indicators
- **A clean front interface** that starts only with the indicators
- **Scaffolding** that helps the user understand the actual meaning of the data (the use of “hover-over” or “click-into” web design so that users can get the facts on what each indicator is)
- **Inclusion of State (and District) Results** on each report; additionally, the inclusion of targets (either state or federal)
- **Intuitive navigation on the website** that makes it obvious how to get to school performance data

High School Model Indicators

Absolute Performance

Performance Composite

ACT

Graduation
Rates

Math
Course Rigor

WorkKeys

Graduation Project

Growth

Growth

Δ ACT

Δ Graduation
Rates

Δ Math
Course Rigor

Δ WorkKeys



Sample High School

% of students proficient on Math I, Biology and English II assessments (the performance composite)



For discussion purposes only.
Data are not actual data from a school or the state.

Click For Info	End of Course Assessments		74%
Click For Info	ACT College Readiness Benchmarks		46%
Click For Info	Graduation Rates	4-year	76%
		5-year	77%
Click For Info	Future-Ready Core		89%
Click For Info	WorkKeys Achievement		78%
Click For Info	Graduation Project		YES

Draft Jan 3, 2012

REPORTING



Example

For discussion purposes only. Data are not actual data from a school or the state.

End of Course Assessments

% of students proficient on Math I, Biology and English II assessments



We plan to include the state-wide result on each of the 6 indicators so that the user can immediately see where the school is relative to others

Data tools might additionally allow for a user to see where this school is relative to similar schools

Additionally, we are determining how to represent the new Annual Measurable Objectives (part of our ESEA Flexibility Request)

REPORTING



Discussion Questions:

- 1) What are the keys to ensuring that data is easy to understand and meaningful to the public?
- 2) The indicators will be used in the future to target support. What supports would be most effective in improving student outcomes?
- 3) What additional questions do you have about the indicators in the new accountability model?
- 4) What additional indicators would you like to see reported in either elementary/middle or high school?

Time Line Five Year

	Interim Accountability Model	New Accountability Model			
	2011-12	2012-13	2013-14	2014-15	2015-16
Assessments	Current (aligned to current standards)	New State (aligned to New standards) & ACT	New State (aligned to New standards) & ACT	Consortium (with continued inclusion of some state and ACT)	Consortium (with continued inclusion of some state and ACT)
Reporting	ABCs; AYP TBD	New Reporting {Delayed}			
Reward, Sanction and Support	NCLB using AYP applied	To Be Determined; Contingent on Waiver	New Rewards & Sanctions		

Future Decision:

Do we continue the ACT
or go with Grade 11 SBAC?

Summative Assessments



- English Language Arts
 - Common Core State Standards (June 2010, SBE)
 - Grades 3-8 and English II EOC
- Mathematics
 - Common Core State Standards (June 2010, SBE)
 - Grades 3-8 and Algebra I/Integrated I EOC
- Science (February 2009, SBE)
 - Essential Standards
 - Grades 5, 8 and Biology EOC

Assessment Formats



- Prefer Online Administration but a Paper/Pencil version is available
 - All **NCEXTEND2** (EOG and EOC)
 - Science Grades 5 and 8
 - English II EOC
 - Biology EOC
 - Algebra I/Integrated I EOC
- Prefer Paper/Pencil Administration but an Online version is available
 - General English Language Arts
 - General Mathematics Grades 3-8

Item Types



- Mathematics: gridded response items
 - Grades 5-8 and Math I (Algebra I/Integrated I)
- Calculator Inactive: Grades 3-8 and Math I (Algebra I/Integrated I)
 - One-third to one-half of grades 3-8
 - One-third of Math I (Algebra I/Integrated I)
- English II: short constructed response and multiple choice

NC TEST

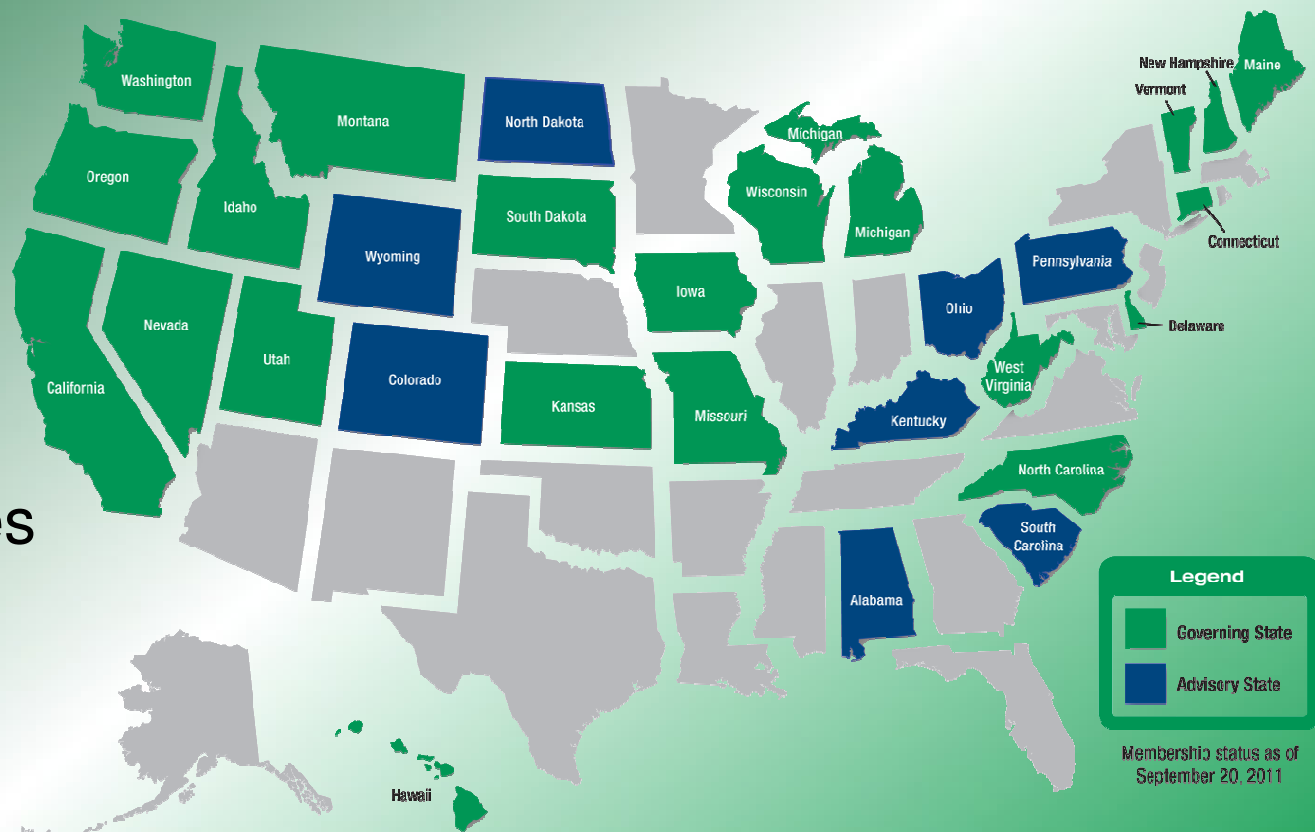


https://center.ncsu.edu/nc/pluginfile.php/1054951/mod_resource/content/3/NCTest.html

<http://go.ncsu.edu/nctdemo>

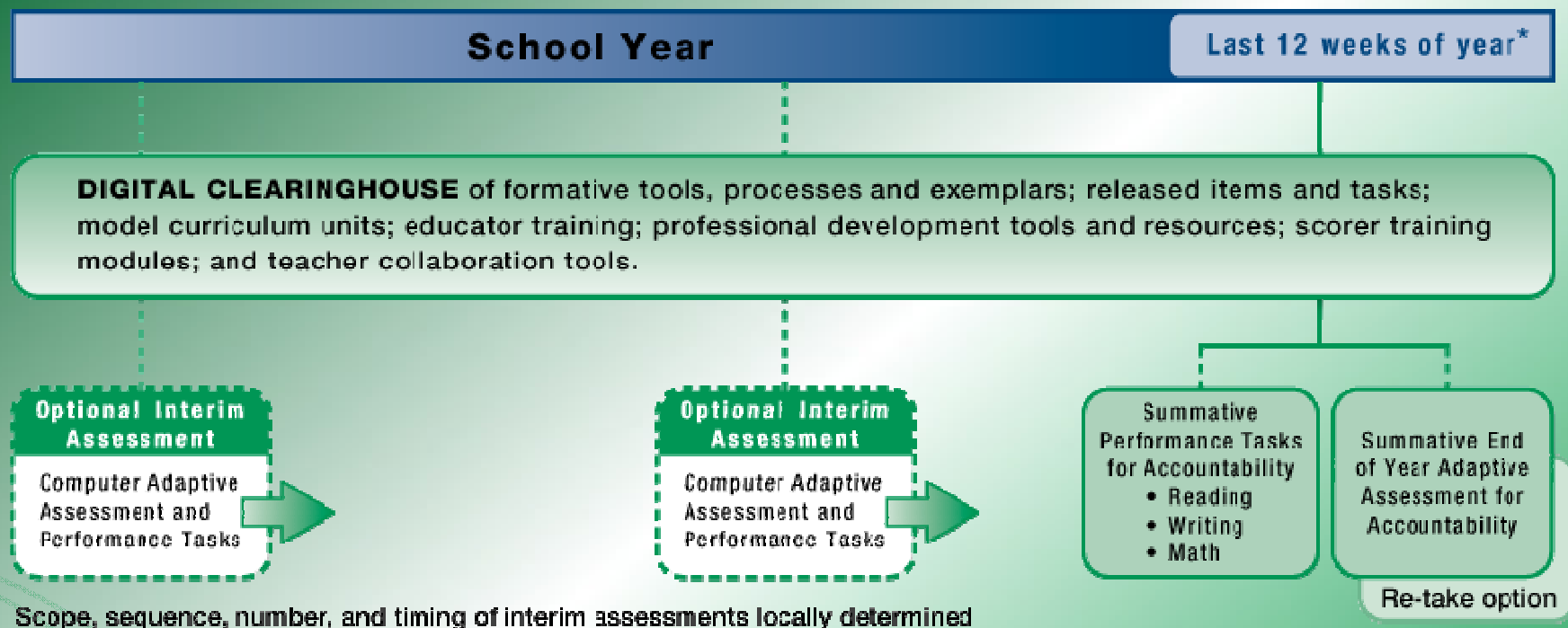
A National Consortium of States

- 29 states representing 48% of K-12 students
- 21 governing, 8 advisory states
- Washington state is fiscal agent



A Balanced Assessment System

English Language Arts and Mathematics, Grades 3–8 and High School



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Using Computer Adaptive Technology for Summative and Interim Assessments

Faster results

- Turnaround in weeks compared to months today

Shorter test length

- Fewer questions compared to fixed form tests

Increased precision

- Provides accurate measurements of student growth over time

Tailored to student ability

- Item difficulty based on student responses

Greater security

- Larger item banks mean that not all students receive the same questions

Assessment System Components

Summative Assessment (Computer Adaptive)

- Assesses **the full range of Common Core** in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures **current student achievement and growth across time**, showing progress toward college and career readiness
- Can be given **once or twice a year** (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a **variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

Assessment System Components

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

“The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching.”

- Linda Darling-Hammond
and Frank Adamson,
Stanford University

SBAC ITEM SAMPLE



<http://www.k12.wa.us/SMARTER/ContentSpecs/ELA-LiteracyContentSpecificationsAppend.pdf>

<http://www.k12.wa.us/SMARTER/ContentSpecs/MathContentSpecifications.pdf>

COMMUNICATION PLAN



Lunch



Measures of Student Learning (MSLs)



Overview

- The Balancing Act
- MSL Design Process
- Enthusiasm, Concerns, and Other Teacher Feedback
- Next Steps for 2011-12



Guiding Principles

- North Carolina's experienced teachers know their students and their content
- They are the best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment



The Balancing Act

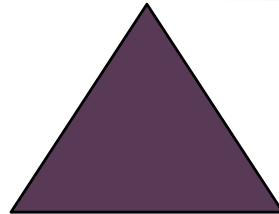
Given limited resources to dedicate to this work:

Freedom from Bias in
Results

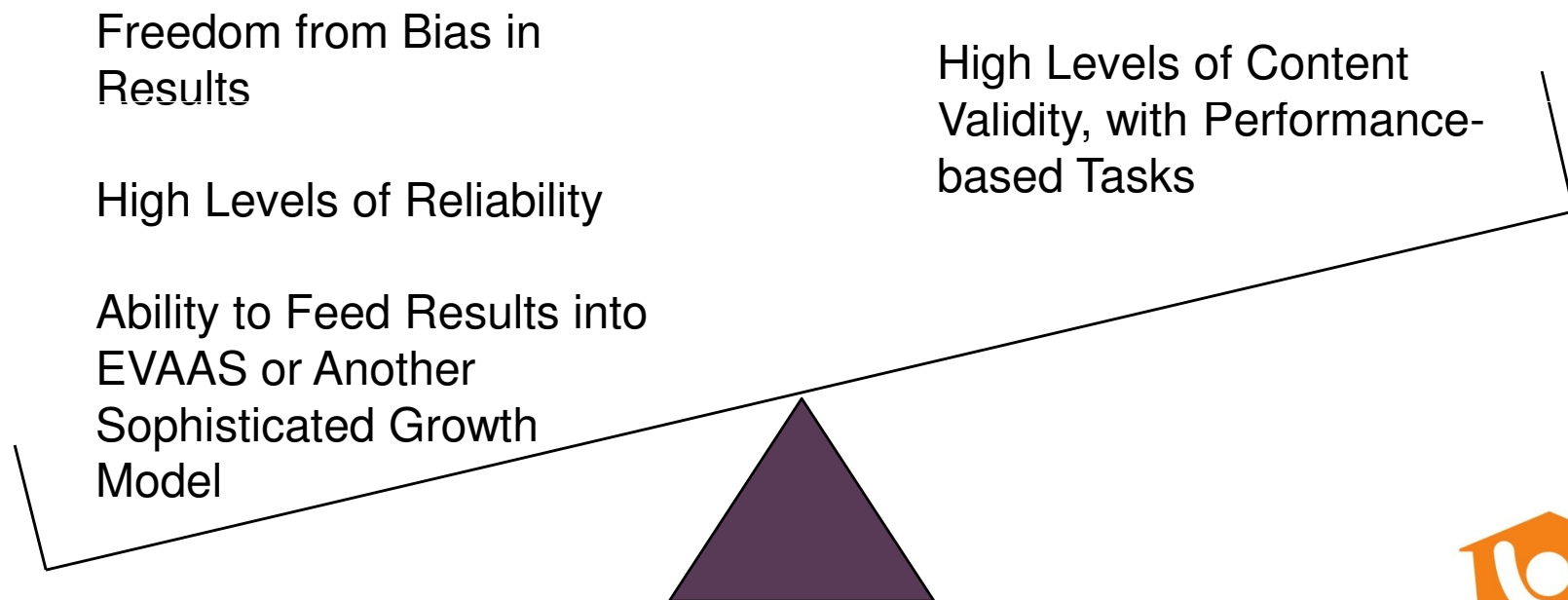
High Levels of Reliability

Ability to Feed Results into
EVAAS or Another
Sophisticated Growth
Model

High Levels of Content
Validity, with Performance-
based Tasks



The Balancing Act



The Balancing Act

Freedom from Bias in
Results

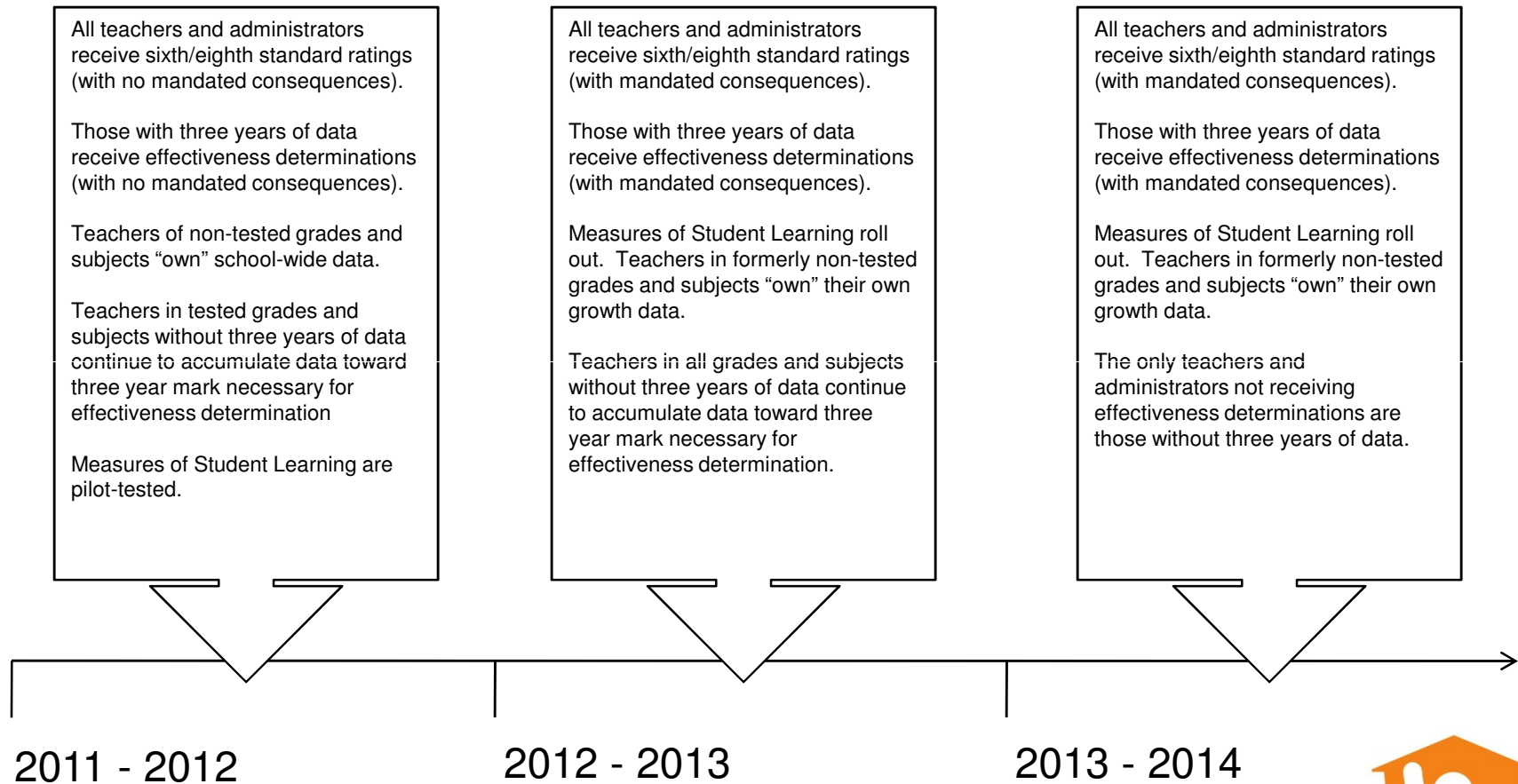
High Levels of Reliability

Ability to Feed Results into
EVAAS or Another
Sophisticated Growth
Model

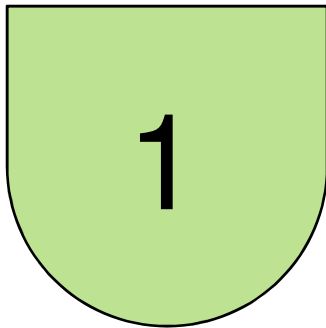
High Levels of Content
Validity, with Performance-
based Tasks



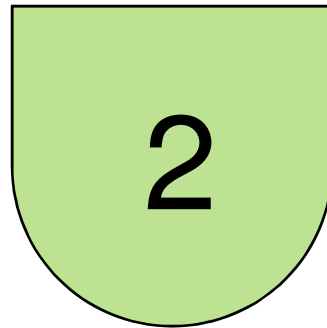
Implementation Timeline



Four “Buckets” of Assessment

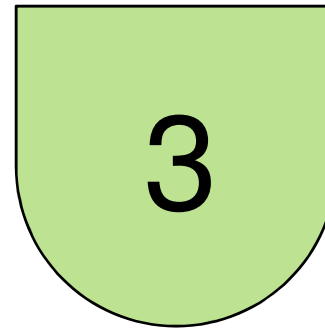


EOCs, EOGs
and VoCATS



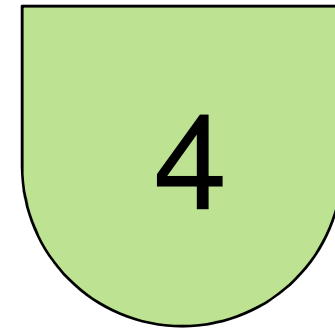
Category One
of MSLs

With appropriate
resources and time,
these MSLs can be
validated
psychometrically



Category Two of
MSLs

With the heavy
emphasis on
performance, these
MSLs cannot be
validated
psychometrically

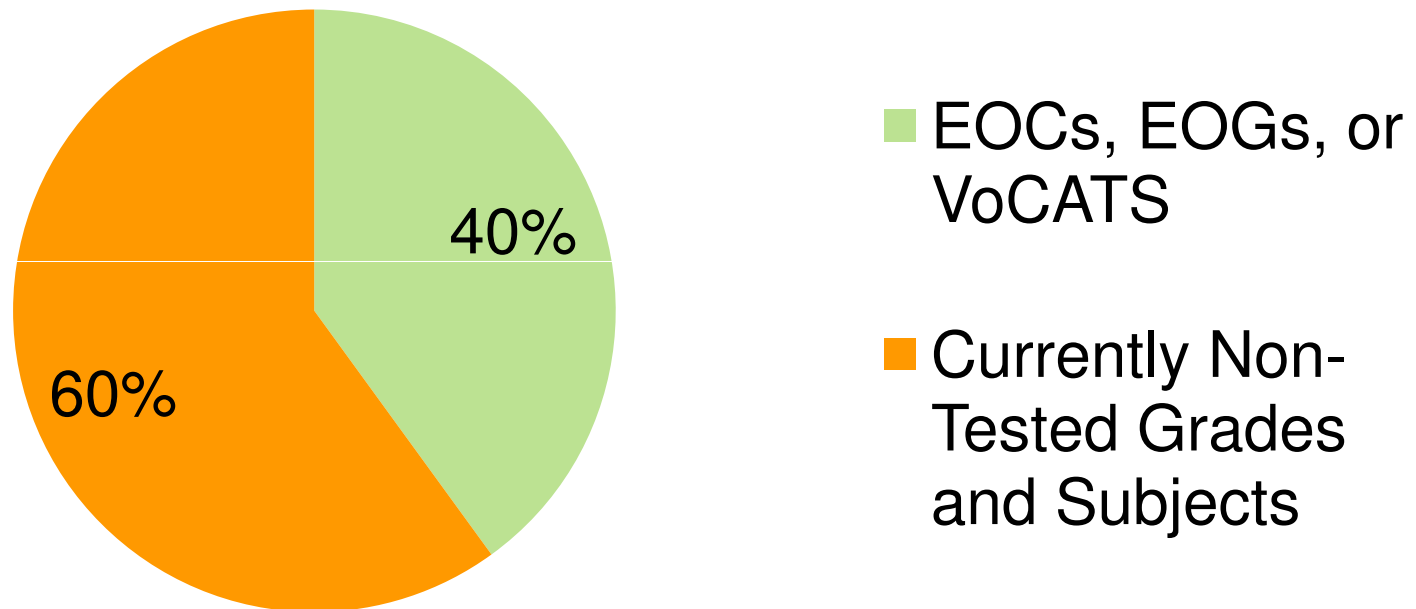


Locally
Developed
Courses



A Picture of Assessment

North Carolina Teacher Workforce



Four “Buckets” of Assessment

1

EOCs, EOGs
and VoCATS

2

Category One
of MSLs

With appropriate
resources and
time, these MSLs
can be validated
psychometrically

3

Category Two of
MSLs

With their heavy
emphasis on
performance, these
MSLs cannot be
validated
psychometrically

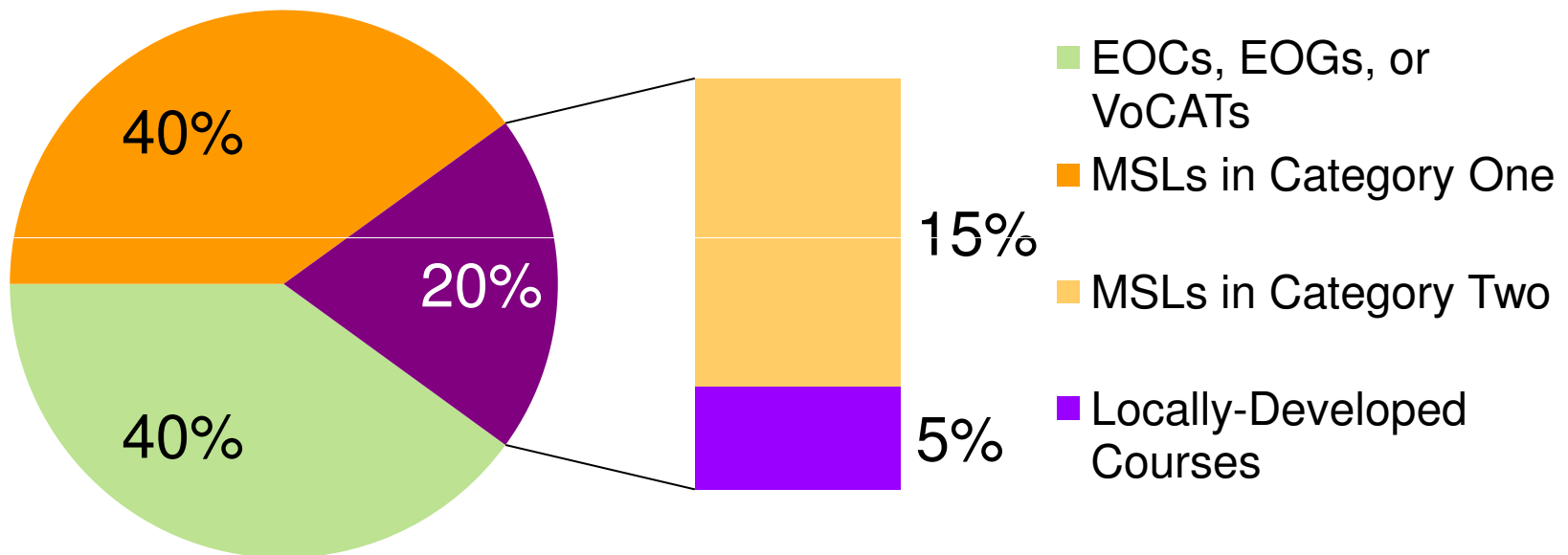
4

Locally
Developed
Courses



A Picture of Assessment

North Carolina Teacher Workforce



MSL Design Process



Three Phase Process

October 2011:

Teachers design item specifications for all currently non-tested grades and subjects

April – May 2012:

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning

March 2012:

Teachers vet open-source items and items generated by external vendor(s)



Phase I: Create Groups and Select Members

Developed list of all non-tested courses and grades in the Common Core State Standards and NC Essential Standards

Grouped courses and grades together into like-content groups

Designed an online application system for interested educators to apply to join one of the design groups

Selected educators from over 1,500 applications

Responded to LEA concerns and notified teachers of final selection decisions



Phase I: Ensure Representation

101 Local Education Agencies

10 Charter Schools

Department of Juvenile Justice and Delinquency
Prevention

University of North Carolina

North Carolina Virtual Public School



Phase I: Provide Training

- The Measures of Student Learning design process and how the Measures fit into the State's educator effectiveness work
- Assessment design, including potential item types, reliability, and validity
- Overview of the Common Core and NC Essential Standards



Phase I: Gather Feedback

Through three feedback protocols, teachers provided answers to the following critical question:

**What does meaningful
assessment in your
content area look like?**



Preliminary Feedback:

To date, staff have consolidated input from K-2 English Language Arts and the Arts:

Subject Area	Teacher Input
K-2 ELA	<ul style="list-style-type: none">•Student growth needs to be measured throughout the year, as opposed to a “one-time” opportunity
	<ul style="list-style-type: none">•Student growth is measured through student writing, speaking, listening, and reading•Kindergarten ELA will need to have some type of pre-assessment•In grades 1 – 2, the previous year’s score could count as the starting point for measuring growth



Preliminary Feedback:

Subject Area	Teacher Input
The Arts	<ul style="list-style-type: none">•Growth in the arts can be measured through performance-based tasks and selected-response items•Performance-based tasks can assess the “creation” elements of the Essential Standards
	<ul style="list-style-type: none">•Selected-response items can assess the “culture and history” elements of the Essential Standards•Performance-based tasks need to be broad enough to cover curricular options. For example, a scale can be sung, played on a string instrument, or played on a wind instrument



Teacher Thoughts and Concerns:

Appreciation, pride, and even joy that their content areas are now being valued and that the State is recognizing that they impact the learning of their students

Worry about finding a valid way to measure student learning in an art or PE class that meets once a month and one that meets every day

Value the input of teachers into the process

Doubt over the sustainability of these Measures of Student Learning after Race to the Top ends

Worry about a “test-heavy” environment for students, especially young children



Next Steps for 2011 - 2012



Next Steps: 2011-12

- **Late December 2011/Early January 2012:** Engage vendor to generate items
- **May 2012:** Design groups begin to return to vet items created by vendor



Next Steps: 2011-12

- **Summer 2012:** Design groups return to design rubrics, administration instructions, and guidance on grading the Measures of Student Learning



New Accountability Model



4 Principles of ESEA Flexibility

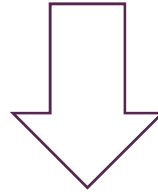


1. **College-and-Career-Ready Expectations for All Students (✓)**
2. **State-Developed Differentiated Recognition, Accountability, and Support (synthesizing feedback)**
3. **Supporting Effective Instruction and Leadership (✓)**
4. **Reducing Duplication and Unnecessary Burden (✓)**



By demonstrating a state's plans to
address the **4 Principles....**

States can receive



Flexibility Around Certain Provisions of
No Child Left Behind

What Flexibility Is Offered?



WAIVER	WHAT IT REMOVES	WHAT IT ALLOWS
1 1111(b)(2) (E-H)	Removes required procedures for setting AMOs to use in determining AYP	<i>Allows SEA to develop new AMOs for determining AYP reading/math</i>
2 1116(b)	Removes current AYP status of schools and requirements for sanctions	<i>Allows LEA to use set-aside Title I monies in Focus and other Title I schools and reduces burden for administrative and reporting requirements</i>
3 1116(c)	Removes LEA AYP status and requirements for sanctions	
4 6213(B)/622 4(E)	Removes restrictions on use of REAP funds related to AYP	<i>Allows LEAs to use REAP funds for any authorized purpose regardless of LEA's AYP status</i>

What Flexibility Is Offered?



WAIVER	WHAT IT REMOVES	WHAT IT ALLOWS
5 1114(a)(1)	Removes requirement of 40% poverty to operate schoolwide program	<i>Allows flexibility to spend funds on Priority, Focus, and other Title I schools and reduces administrative burden connected to those restrictions.</i>
6 1003(a)	Removes restriction that funds are used only for schools in improvement status	
7 1117 (c)(2)(A)	Removes restriction that funds may only be provided for schools in the highest quartile of poverty	
8 2141(a-c)	Removes restrictions on use of Title I and Title II funds related to HQT	
9 6123	Removes limitation on percent transfer of other funds into Title I	
10 1003(g)	Removes restriction that 1003(g) funds are used only for SIG schools	Allows use of 1003(g) funds for any Priority school
11 Optional Flexibility	Removes restriction that funds are only be used for programs outside of the school day	Allows 21 st CCLC funds to be used for expanded learning w/in school day

Principle 1

College and Career Ready Expectations



1. **College and Career Ready Expectations**
2. Recognition, Accountability and Support System
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

How are we addressing?

- Adopted Common Core and Essential Standards
- Plan to Transition to New Standards including
 - Instructional Toolkits
 - Summer Institutes
 - Instructional Improvement System
 - New Summative Assessments
 - Adoption of ACT

Principle 3

Supporting Effective Instruction and Leadership



1. College and Career Ready Expectations
2. Recognition, Accountability and Support System
3. **Supporting Effective Instruction and Leadership**
4. Reducing Duplication and Unnecessary Burden

- Adoption of North Carolina Educator Evaluation System
- Inclusion of student outcomes in teacher and principal evaluation

Principle 4

Reducing Duplication and Unnecessary Burden



1. College and Career Ready Expectations
2. Recognition, Accountability and Support System
3. Supporting Effective Instruction and Leadership
4. **Reducing Duplication and Unnecessary Burden**

- Reducing burden associated with administration of the current No Child Left Behind requirements
- Reduction of duplication in planning

Principle 2

Recognition, Accountability and Support System



1. College and Career Ready Expectations
 2. **Recognition, Accountability and Support System**
 3. Supporting Effective Instruction and Leadership
 4. Reducing Duplication and Unnecessary Burden
- Development of **State Recognition, Accountability and Support System** for All Schools
 - **Resetting Annual Measurable Objectives** and ensuring those are a meaningful component of state system
 - Identifying and Supporting/Intervening in **Priority Schools** (the lowest achieving and lowest progress Title I schools)
 - Identifying and Supporting/Intervening in **Focus Schools** (those Title I schools contributing to the achievement gap)
 - Identifying and Recognizing **Reward Schools** (highest achievement and highest progress Title I)
 - Support of all

Principle 2

Recognition, Accountability and Support System



Annual Measurable Objectives

Reduce Not-Proficient by $\frac{1}{2}$ in 6 years (by 2017)

Sets targets for subgroups to impact closing of gaps

Understanding New AMOs



Two important results of this method are

- 1) Acknowledges that subgroups have different starting points
- 2) Differentiated targets are ambitious and *achievable*

Understanding New AMOs



100 - 57.6 means **42.4%** are not proficient.

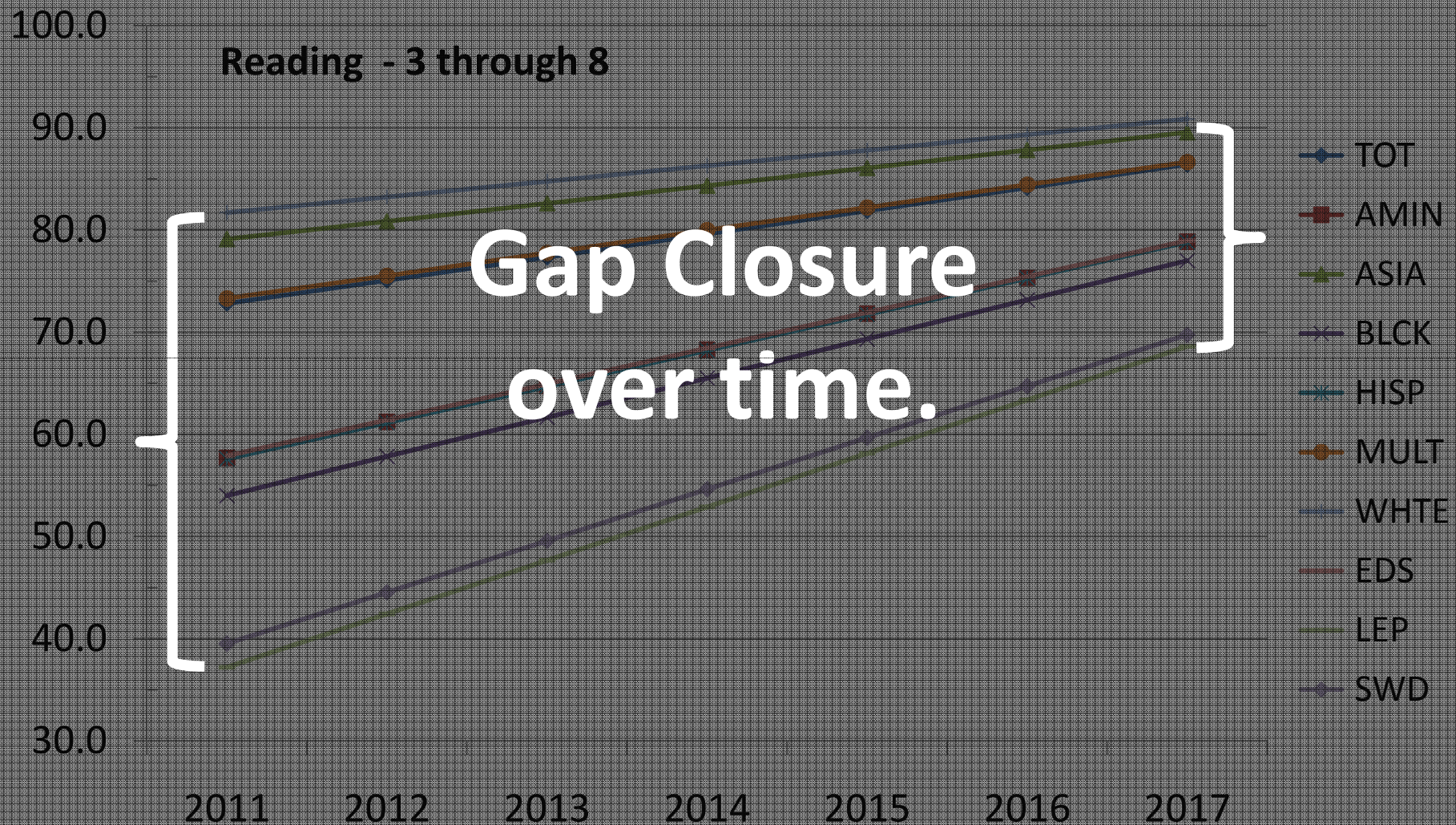
Decrease by half in equal increments over 6-years means

42.4/2 = 21.2. 21.2 point improvement over 6 years

21.2/6 ≈ 3.5 point increase every year

Subgroup	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS
Total	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Native American	77.5	73.8	61.2	75.1	64.8	77.2	68.2	79.6	71.8	81.9	75.3	84.1	78.9	86.4
Asian	79.1	81.0	80.8	82.6	82.6	84.2	84.3	85.8	86.1	87.3	87.8	88.9	89.6	90.5
Black	54.0	74.7	57.8	76.8	61.7	78.9	65.5	81.0	69.3	83.1	73.2	85.2	77.0	87.4
Hispanic	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Multiracial	73.3	86.6	75.5	87.7	77.8	88.8	80.0	90.0	82.2	91.1	84.4	92.2	86.7	93.3
White	81.7	90.4	83.2	91.2	84.8	92.0	86.3	92.8	87.8	93.6	89.3	94.4	90.9	95.2
Economically Disadvantaged	57.9	75.6	61.4	77.6	64.9	79.7	68.4	81.7	71.9	83.7	75.4	85.8	79.0	87.8
Limited English proficient	37.2	32.1	42.4	37.8	47.7	43.4	52.9	49.1	58.1	54.7	63.4	60.4	68.6	66.1
Students With Disabilities	39.5	45.9	44.5	50.4	49.6	54.9	54.6	59.4	59.7	63.9	64.7	68.4	69.8	73.0

Gap Closure



Gap Closure



Annual Measurable Objectives



Feedback from CCSSO Review

- Use AYP targets in a meaningful way in state accountability
 - Report AYP on the Accountability Dashboard
 - Total number of school targets
 - Percent of targets met

Priority, Focus, & Reward

USED Definitions



Priority

From USED
Flexibility Guidance:

*A “priority school” is a **Title I or Title I-eligible** school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.*

Focus

From USED
Flexibility Guidance:

*A “focus school” is a **Title I** school in the State that, based on the most recent data available, is contributing to the achievement gap in the State.*

Reward

From USED
Flexibility Guidance:

*A “reward school” is a **Title I** school that, based on the most recent data available, is a highest-performing school or a high-progress school. (Must make AYP for all subgroups and cannot have persistent achievement gaps)*

Priority and Focus

What interventions will be required?



Priority

- SEA must ensure that interventions are aligned with each of the following “turnaround principles”:
 - Strong leadership
 - Effective teachers and improved instruction
 - Expanded learning time
 - Strengthened instructional program
 - Use of data
 - School safety and discipline
 - Family and community engagement

Wednesday, February 2, 2012

Focus

- LEA/School must implement interventions to address the gap in performance for which they were identified
- Interventions must reflect evidence-based best practices aligned to overall school improvement efforts within the Title I school program

134

3 potential levels of support



Intensive
Support and
Intervention

Moderate
Support and
Intervention

Independent
with General
Support



Questions?

FOUR SQUARE ACTIVITY



Questions:

What is one thing you learned today that is brand new?

How are these Educator Effectiveness Policies likely to impact instructional practice?

How do we ensure that school accountability data (like the EOGs, EOCs and Graduation Rate) are easy to access and meaningful to the public?

What is most important for teachers to know?



REFLECTION



COMMUNICATION PLAN



DPI Contacts

Educator Effectiveness

Dr. Rebecca Garland,
Chief Academic Officer
Rebecca.Garland@dpi.nc.gov

Dr. Lynne Johnson,
Director , Educator Recruitment and
Development
Lynne.Johnson@dpi.nc.gov

Jennifer Preston,
Race to the Top Project Coordinator
Jennifer.Preston@dpi.nc.gov

Dr. Eliz Colbert,
Lead Professional Development Consultant
Eliz.Colbert@dpi.nc.gov

Robert Sox,
Professional Development Consultant
Robert.Sox@dpi.nc.gov

New Accountability Model

Angela Quick,
Deputy Chief Academic Officer
Angela.Quick@dpi.nc.gov

Dr. Tammy Howard,
Director of Accountability Services
Tammy.Howard@dpi.nc.gov

Mike Martin,
Policy Analyst
Mike.Martin@dpi.nc.gov

